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ABSTRACT

Intended for use by school administrators, guidance counselors, teachers, and proctors, this manual contains general information on Regents examinations and competency tests. Specifically, the regulations and procedures for ordering, administering, rating, and reporting results of these examinations are described. Information is also included about Regents credit and Regents endorsement of local diplomas. The appendices include information about Scholastic Aptitude Test and American College Testing Program scores acceptable for meeting competency requirements for a local diploma, College Board Achievement Test scores acceptable for meeting requirements for a Regent diploma, samples of English as a Second Language tests, and suggested use of alternative testing techniques based upon learner characteristics. (BW)

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Regents Examinations & Competency Tests

ED249273

School Administrator's Manual 1983 Edition

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Elementary and Secondary Testing Programs
Albany, New York 12234

Regents Examinations and Competency Tests

School Administrator's Manual

1983 Edition

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FOREWORD

The *Regents Examinations and Competency Tests: School Administrator's Manual* is intended for use by school administrators, guidance counselors, teachers, and proctors. It contains general information on Regents examinations and competency tests as well as the specific regulations and procedures for ordering, administering, and rating these examinations. It also contains information concerning the competency testing requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for Regents courses.

The Division of Educational Testing has overall responsibility for the general administration of Regents examinations and competency tests. All questions and comments concerning Regents examination and competency test policies and procedures should be addressed to that division. Examples of such matters would be questions concerning the competency testing requirements for a local diploma, requirements for a State Regents diploma, modified testing procedures for handicapped pupils and pupils whose native language is other than English, admission to examinations, rating of papers, and scheduling of examinations. All other questions that deal with the curricular impact of Regents examinations and competency tests should be addressed to the appropriate subject bureau in the Office of General Education.

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GENERAL INFORMATION

Purposes of the Examinations

Regents examinations are achievement tests based on State courses of study used in grades 9–12. Prepared by teacher examination committees and Department subject and testing specialists, they provide schools with a basis for evaluating the quality of the instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and pupils a guide to important understandings, skills, and concepts. The examinations also provide pupils, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents examinations in English and mathematics satisfy the competency testing requirements for a high school diploma.

Regents competency tests are achievement tests in the basic skills of reading, writing and mathematics. They are used to assess pupil proficiency in these basic skills; passing scores satisfy the competency testing requirements for a high school diploma. The Regents competency tests in reading and writing are administered to pupils in grades 11 and 12. The Regents competency test in mathematics is administered to pupils in grades 9–12 after they have completed the required high school course in mathematics.

Examination Centers

Regents examinations and competency tests may be administered only at official centers within the State of New York. The official centers include (a) all registered secondary schools and (b) other educational institutions that have been given specific approval to administer Regents examinations and competency tests.

The school principal or chief administrative officer of the examination center is responsible for the enforcement of the regulations for administering Regents examinations and competency tests.

Subjects

Regents examinations and competency tests are provided in the subjects listed below.

Regents Examinations

Business Subjects
- Bookkeeping and accounting II
- Business law
- Business mathematics
- Shorthand II and transcription

English

Foreign Languages
- French
- German
- Hebrew
- Italian
- Latin
- Spanish

Mathematics
- Ninth year mathematics
- Tenth year mathematics
- Eleventh year mathematics
- Sequential math, course I
- Sequential math, course II
- Sequential math, course III

Science
- Biology
- Chemistry
- Earth Science
- Physics

Social Studies

Competency Tests

- Mathematics
- Reading
- Writing

Information on approved programs of study for the examinations listed above may be obtained from the Office of General Education.

Dates of Administration

Each fall, schools are given official notice of the Regents examination and competency test schedules for the school year. Regents examinations in all 22 subjects listed previously are offered each year in June, and a limited number of examinations are offered each January and August. The three competency tests in mathematics, reading, and writing are offered each year in January, June, and August. Additional examination periods may be scheduled by the Department to meet special needs.

In general, the examination periods are scheduled in accordance with the following principles:

1. January. The 3-day Regents examination period is usually scheduled so as to leave at least 3 weekdays at the end of January for school reorganization purposes.
2. June. The 5-day Regents examination period is normally scheduled to begin on the Friday that falls between June 12 and June 18, inclusive. This provides at least 4 but no more than 8 weekdays remaining in June after the examination period.
3. August. A single day of examinations is scheduled to follow the 30-day period recommended for summer school sessions.

Attendance Records

A school may claim a total of 3 "Regents examination days" for the purposes of administering the January Regents examinations and competency tests and 5 days for the June Regents examinations and competency tests.

For such Regents examination days, each school administering examinations may omit the record of attendance for the purpose of computing average daily attendance for State aid for the pupils in the grade levels in which the examinations were given. The record of attendance for other grades located in the same building may also be omitted if it is necessary to suspend instruction for those grades in order to provide adequate staff and space for administration of the examinations. Schools are expected to continue regular instruction to the fullest extent possible. Regents examination days count toward fulfilling the requirement that school districts provide at least 180 days of instruction during each school year.

Admission Requirements

Regents Examinations

All pupils who have completed, in an approved school, the course of study leading to a Regents examination have the right to be admitted to that Regents examination. Pupils may not be barred from an examination for disciplinary reasons or because their achievement in a subject is considered unsatisfactory. In the case of a science Regents examination, only those pupils who also have met the laboratory requirements may be admitted.

If the pupil is enrolled during the regular school year in an approved high school other than the school in which the examination is to be administered, the written permission of the principal of such other school is required. The school administering the examination may require that pupils from another school provide adequate prior notice, present satisfactory personal indentification, and pay a reasonable fee to cover administrative and rating costs.

Pupils who have not completed Regents courses may be admitted to Regents examinations for the purpose of demonstrating academic proficiency acquired through independent, out-of-school or other study, at the discretion of the principal of the school in which the pupil is enrolled during the regular school year. Schools should develop local criteria for the admission of such pupils to Regents examinations and for the granting of credit to those who pass the examinations. In the case of the science Regents examinations, the laboratory requirements must be met before admission to the examination. These requirements can be met through industrial and commercial experiences or by completing the necessary number of school laboratory exercises.

Competency Tests

Pupils may be admitted to the Regents competency test in mathematics after studying one unit of mathematics in grades 9–12. The test is based on the course of study entitled "General High School Mathematics," which was published in August 1978. Pupils may not be barred from the test because their achievement in the course is considered unsatisfactory.

Only pupils enrolled in grades 11 and 12 may be admitted to the Regents competency tests in reading and writing. Thus, a pupil may take these tests initially in January of the eleventh grade.

No eligible pupil may be denied for any reason an opportunity to take the Regents competency tests.

Required Use

Regents Examinations

Section 3.35 of the Regents Rules relating to apportionment provides in part that schools receiving State aid shall make general use of Regents examinations in the senior high school grades. Nothing in

this section, however, prohibits State aid to any school whose courses have been approved and whose examinations are accepted in lieu of Regents examinations.

Regents examinations are designed to measure the achievement of pupils of average and above average ability who have had instruction based on State courses of study. They are, therefore, not appropriate measures of the achievement of all secondary school pupils. The number of pupils in any one high school who should take Regents examinations will differ according to the needs and abilities of the pupils enrolled in the school and the nature of the courses offered. In each school system considered as a whole, however, it is reasonable to expect that Regents examinations will be administered to at least half of the pupils enrolled in senior high school and that when a pupil has pursued a Regents-type course to its completion, the pupil will take the Regents examination prepared for that course.

Competency Tests

The Regulations of the Commissioner of Education indicate that pupils must demonstrate competency in the basic skills of reading, writing, and mathematics in order to obtain a high school diploma. Several alternative methods of demonstrating competency are available.

Competency in reading and writing may be demonstrated by passing the Regents competency tests in each of these subjects, by passing the Regents comprehensive examination in English, or by obtaining minimum acceptable scores on the College Board's Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) tests. (See Appendix I.) Pupils whose native language is other than English and whose first entry into a school where the predominant language is English was after grade 8, may use alternative procedures to demonstrate competency in reading and writing. Information concerning these procedures is provided in the next section of this manual.

Competency in mathematics may be demonstrated by passing the Regents competency test in mathematics, by passing any Regents examination in mathematics, including business mathematics, or by obtaining minimum acceptable scores on the SAT or ACT. (See Appendix I.) The Regents competency test in mathematics is available in about 30 foreign languages.

Alternative Competency Testing Procedures for Pupils Whose Native Language Is Other Than English

General Information

The Regulations of the Commissioner of Education permit a pupil whose native language is other than English to demonstrate basic language and mathematics skills through alternative procedures if the pupil's first entry into a school where the predominant language is English was after grade eight. In the areas of reading and writing, the pupils must:

(1) demonstrate reading comprehension and writing skills in their native language at a level comparable to the requirements of the competency tests in reading and writing, and

(2) demonstrate English language proficiency on an examination designed to measure English as a second language.

In the area of mathematics, the pupils must demonstrate mathematics skills at a level comparable to the requirements of the competency test in mathematics.

The following sections provide information about the ways in which pupils whose native language is other than English may demonstrate competence in the basic skills. Further information and technical assistance may be obtained by contacting the bilingual supervisor at the nearest regional office of the Bureau of Bilingual Education.

Native Language Skills

Pupils may demonstrate proficiency in reading comprehension and writing skills in their native language by passing the Native Language Writing Test. The Native Language Writing Test is available in about 30 languages. The test consists of three parts: a personal letter on a given situation, a composition on a given situation, and a composition on one of two given topics. Each task requires an answer of about 100–200 words.

If the Native Language Writing Test is not available in a pupil's native language, the principal may use alternative examinations to determine that a pupil has achieved a level of proficiency in reading comprehension and writing comparable to passing the Regents competency tests. Principals must obtain prior approval from the Bureau of Elementary and Secondary Testing Programs for the use of alternative examinations.

English Language Skills

To meet the minimum requirement for proficiency in English, pupils must demonstrate satisfactory progress toward mastery of the skills measured in the competency tests in reading and writing by obtaining a specified score on a test designed to measure English as a second language. The required level of English proficiency increases according to the number of years of English instruction that the pupil has received.

Examples of tests that measure English as a second language are provided in Appendix III. A brief description of the tests and the recommended minimum scores for one to four years of high school study in English are included.

Mathematics Skills

Students may demonstrate proficiency in mathematics in their native language by passing a foreign language edition of the Regents competency test in mathematics. The competency test in mathematics is available in about 30 languages.

If a foreign language edition of the competency test is not available, the principal may use alternative examinations to determine that a student has achieved a level of proficiency in mathematics comparable to passing the Regents competency test in mathematics. Principals must obtain prior approval from the Bureau of Elementary and Secondary Testing Programs for the use of alternative examinations.

ORDERING AND ADMINISTERING REGENTS EXAMINATIONS AND COMPETENCY TESTS

Distribution of Order Forms and Informational Materials

Two sets of materials concerning the ordering and administration of Regents examinations and competency tests are sent to schools for each examination period. The first set of materials includes an order form, ordering instructions, and an examination schedule. These materials are mailed well in advance of the January and June examination periods to all registered secondary schools and to other educational institutions that have been given specific approval to administer Regents examinations and competency tests. The materials for ordering the August examinations are mailed to all approved summer secondary schools. Other schools wishing to administer August examinations should request order forms by writing to the Bureau of Elementary and Secondary Testing Programs by June 30.

The second set of materials is sent approximately four weeks before each examination period to the principal of each school ordering materials for that examination period. Included are two memorandums that contain specific information for each examination period. The first memorandum contains information on the shipping and the administration of the examinations as well as the reporting of examination results and the return of examination materials to the Department. The second memorandum contains information on the format and content of the examinations.

Ordering Examination Materials

General Ordering Procedures

Only examination materials that will be administered to pupils during an examination period should be ordered on the order form provided by the Department. Examination materials that will be used for review purposes should be ordered by separate letter. The examination materials ordered for review purposes will not be shipped until after each examination period. The completed order form should be returned by the date specified in the ordering instructions.

When ordering regular examination booklets, answer sheets for the competency tests in reading and mathematics, and answer sheet pads for the competency test in writing, order the number of materials needed plus 5 percent to provide for unanticipated increases. When ordering scoring keys, order one scoring key for each teacher who will score papers for a subject.

No order is necessary for teacher directions, teacher dictation copies, teacher's manuals, and reference tables. The necessary quantities of these materials will be included in each examination shipment.

Examinations for Visually Handicapped Pupils

Braille and large-type test booklets are provided for most Regents examinations and competency tests and may be ordered on the regular order form. The braille and large-type test booklets ordered will be included in the regular shipment to the school. Only the exact number of copies required for the pupils actually taking each examination should be ordered. Because of the time required for the production of braille and large-type examination booklets, the Department may not be able to accept orders that are submitted after the last date set for receiving orders.

If a Regents examination or a competency test is to be administered to a visually handicapped pupil by reading the examination to the pupil, a special edition will not be necessary. The teacher can read from a regular printed edition and appropriate adjustments may be made in administration and in rating. (See "Reader-Administered Examinations," pg. 30.)

Sample copies of past examinations and reference tables in braille and large type may be borrowed from the Office for Education of Children with Handicapping Conditions, Division of Program Development Library, of the State Education Department. To make this loan service possible, schools are asked to return all braille and large-type examinations and reference tables after each examination period.

Examinations for Pupils Whose Native Language Is Other Than English

A Spanish language edition of the ninth year mathematics Regents examination is available for Spanish-speaking pupils. This examination is provided for only the June examination period and can be

ordered on the regular order form. All other Regents examinations are available only in English.

Information about the competency tests available for pupils with limited English proficiency is provided in the section of this manual entitled "Alternative Competency Testing Procedures for Pupils Whose Native Language Is Other Than English" (page 6). For the January and June examination periods, these tests may be ordered on a special order form which is sent to schools with the regular order form. For the August examination period, these tests may be ordered only for pupils who will complete the requirements for graduation by passing the tests in August. A separate request for these tests should be attached to the regular August order form.

Restricted Forms of Examinations

Certain Regents examinations and competency tests may be provided only in restricted form. For such examinations, each examination booklet is numbered and is shipped to the school and returned to the Department in a sealed envelope. Deputies, proctors, and teachers are not permitted to open an examination envelope or to read questions in an examination booklet for any reason except to assist a handicapped pupil or a pupil whose native language is other than English and who requires the services of a translator. (See pg. 19.) All copies of the examination booklets, whether used or unused, must be returned to the State Education Department.

When ordering the restricted form of an examination, order the exact number of booklets required. Order one booklet for each pupil to be tested and, if a pupil requires the services of a translator, one booklet for each person who will serve as a translator.

Reference Materials

Certain mathematics and science Regents examinations require the use of special reference tables. The necessary reference tables will be provided by the Department, and no other reference materials may be used by pupils taking these Regents examinations.

The reference tables may be printed either as a detachable part of the examination booklet or as a separate publication. Principals will be notified in advance as to which printing method will be used in each subject. In either case, the Department will include the proper quantity of reference tables in the examination shipment, based on

the number of examinations ordered. No separate order for reference tables is required.

After each examination has been administered, the reference tables should be collected for classroom use during the subsequent year. If additional tables are needed for classroom use, they may be obtained by writing to the Bureau of Elementary and Secondary Testing Programs.

Supplementary Orders

Principals who find, after submitting their order forms, that they will need additional copies of Regents examinations or competency tests may obtain such copies by supplementary order from the Bureau of Elementary and Secondary Testing Programs. However, principals are urged to make a careful survey of the needs of the school before the original order form is submitted to obviate last minute requests for examination materials. Supplementary orders entail considerable added administrative work in the Department. In addition, since printing orders must be placed at an early date, it may not always be possible to fill supplementary orders in any sizable quantity.

Safeguarding Examination Materials

It is the responsibility of the principal of each school ordering examination materials to make the necessary arrangements for safeguarding the materials shipped to the school. Before the Department will ship examination materials to a school, the principal must certify that the metal box(es) containing the examination materials will be stored in a safe or a vault that has reinforced walls and a metal door with a built-in lock. If such a safe or vault is not available in the school, the principal must make arrangements to store the examination materials in the vault of a bank or in the vault of another school, school district building, or BOCES building. If such arrangements cannot be made, it is the responsibility of the principal to notify the Bureau of Elementary and Secondary Testing Programs (518: 474-6169). After the necessary arrangements have been made, the principal must indicate on the Examination Storage Plan provided by the Department the location to which the examination materials should be shipped.

Approximately four weeks before the examinations are scheduled to be administered, the principals that ordered examination materials will be notified as to when the examination materials will be shipped to the schools or the other locations designated by the principals. Shortly before the expected delivery date, each principal should notify all personnel who may be expected to receive the shipment that an examination shipment will be delivered within the next few days. The personnel should be instructed to contact the principal immediately upon receipt of the examination shipment.

After the examination shipment has been delivered, the metal box(es) should be immediately placed in the vault or safe at the storage location designated by the school. The Regents box key and the combination or key to the vault or safe must be maintained under strict security conditions to preclude access to the examination materials by pupils and other unauthorized persons. When the vault or safe where the examination boxes are stored is unlocked, it must be kept under continuous supervision by school personnel.

If the examination materials are stored in a building other than the school in which the examinations will be administered, the materials for both the morning and afternoon examinations of each day may be picked up from the storage location on the morning of that day. However, the materials for an examination can *not* be picked up from the storage location before the day on which that examination is scheduled to be administered. If the materials for both the morning and afternoon examinations are picked up in the morning, the principal must ensure that the afternoon examination materials are stored in a secure location during the morning. Also, the packages containing examination booklets, teacher dictation copies, and scoring keys are *not* to be opened until the day that each examination is to be administered.

Department personnel will make unannounced visits to some schools after the examinations have been delivered to verify that the tests are being properly stored and that the packages containing examination booklets, teacher dictation copies, and scoring keys are not opened until the day that each examination is to be administered. Failure of a school to observe the appropriate security precautions may result in cancellation of the school's privilege to administer examinations.

Shipment and Emergency Supplies of Examination Materials

Shipment of Examination Materials

Examination materials are shipped to the location designated on each school's Examination Storage Plan so as to arrive a few days prior to the start of the Regents examination period, except for the Native Language Writing Test (see pg. 6). The Native Language Writing Test is shipped directly to schools so as to arrive about four weeks before the beginning of the examination period. This is done to allow schools sufficient time to administer and score the test before the end of the examination period. All examination materials are shipped in locked metal boxes, except for the Native Language Writing Test and the answer sheet pads for the competency test in writing, which may be shipped separately in cardboard cartons when necessary. The padlock keys are sent to the principal by first-class mail on the same day that the metal boxes are shipped.

The scoring keys for each school will either be included in the school's examination shipment or sent to a regional center, depending upon the method of shipment indicated by the principal on the school's order form. If the scoring keys for a school are sent to a regional center, the scoring keys for the examinations administered each day cannot be released until after the uniform statewide admissions deadline for the morning examinations. (See "Time Regulations," pg. 18.) Schools must make the necessary arrangements to pick up the scoring keys from the regional center designated on their order forms.

Checking Receipt of Examination Materials

When a shipment containing examination materials (the Regents box and/or cardboard carton) is received at the school, the principal or the principal's deputy should open the box at once to verify that all examination materials ordered have been received. If the examination shipment is checked as soon as it is received, the principal can avoid the problems that occur when the examination shipment is checked two or three days before the beginning of the examination period and it is determined that additional materials are needed. It is unlikely that the Department will be able to provide examination materials that are ordered less than five working days before the materials are needed.

When checking the examination shipment, the principal should use the List of Materials that will be included as part of the examination shipment. The list will indicate the different types of materials that should have been received for each examination ordered. This procedure will help to ensure that the school has all of the materials required to administer each examination ordered. The packages of examination booklets must under no condition be opened at this time. The packages may *not* be opened until the day of the examination, just early enough to permit the distribution of materials prior to the scheduled starting time. After the check of examination materials has been completed, all examination booklets, teacher dictation copies, and scoring keys must be replaced immediately in the metal box, the box relocked and immediately placed in a safe or vault for safeguarding until the date of the examination. If any discrepancy is found between the materials ordered and the materials received, the Bureau of Elementary and Secondary Testing Programs should be notified at once.

Emergency Supplies of Examination Materials

In January, June, and August, emergency supplies of examination materials are available from regional centers throughout the State. A list of the regional centers for each examination period is sent to each school with the order form. If sufficient time remains before an examination, schools needing additional copies of Regents examinations and competency tests should obtain such copies from the Bureau of Elementary and Secondary Testing Programs. Examination materials will be released from the regional centers only on the day of the examination, unless prior approval has been obtained from the Bureau of Elementary and Secondary Testing Programs.

The individuals who obtain materials from a regional center must present authorization written on school stationery and signed by the principal. This authorization must identify the person and list the materials to be picked up.

Preparations for Testing

Orientation of Proctors

The principal must appoint a chief proctor for each room in which an examination is held and sufficient deputy proctors to maintain adequate supervision of pupils at all times. If both boys and girls are

to take the examination, both men and women proctors should be in attendance.

Each proctor involved in the administration of Regents examinations and competency tests must read, prior to the examination date, the sections of this manual entitled "Conducting the Examinations" and "Instructions to Pupils" (pgs. 18–29). Each proctor that is involved in the administration of restricted examinations or in the administration of examinations to handicapped pupils should also read the sections of this manual that deal with those topics. Several days before the beginning of the examination period, the specific directions for administering and scoring the competency tests should be distributed to the proctors responsible for administering the tests. This will give proctors time to familiarize themselves with the instructions for administering Regents examinations and competency tests before the day of the examination.

A proctor orientation session should be held sometime before the beginning of each examination period. This session would allow the principal or the principal's deputy to (1) disseminate any special administrative information concerning the examination period, and (2) ensure that the proctors are familiar with the administrative procedures for the examinations which they will be administering.

All proctors must enforce in every particular the regulations for administering examinations. Each proctor must sign the Deputy and Proctor Certificate to indicate that the rules and regulations for administering examinations were properly observed.

Materials Provided by School and by Pupils

Each pupil must be provided with ruled answer paper for use with those sections of the Regents examinations where special answer sheets are not provided by the Department. If a sufficient quantity of answer sheet pads for the competency test in writing are not shipped to a school and the principal is unable to obtain an emergency supply, ruled answer paper should be provided to pupils.

Other special materials, such as coordinate paper for the mathematics Regents examinations, and bond paper, carbon paper, and envelopes for the shorthand II and transcription Regents examination, should be provided to pupils as required. Scrap paper should be provided to pupils for the Regents examinations and competency tests as required.

Pupils should be informed before the day of the examination that they are expected to provide their own pens, pencils, erasers, and rulers. Information concerning the use of slide rules, calculators, and dictionaries by pupils is provided in the sections of this manual entitled "Use of Slide Rules and Calculators" and "Use of Dictionaries, Glossaries, and Translators" (pgs. 19 and 20).

Preparation of the Examination Room

The room in which examinations are administered should be well lighted, well ventilated, and quiet. Preparations should be made before the testing period to keep noise and other distractions to a minimum. A "Do Not Disturb" sign should be placed on the door to prevent interruptions.

If examinations are to be administered in a classroom, the teacher using the room should be instructed to make sure that the room has been properly prepared. Desks, and shelves under the desks, should have been cleared of all books, papers, and other materials. Charts or maps on the walls and all chalkboard work must be completely covered or removed.

Arrangements should be made in advance to seat the pupils so that each pupil will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication among pupils. Alternate seating of pupils is recommended.

Machine-Scorable Answer Sheets

Machine-scorable answer sheets are provided by the Department for the competency tests in reading and mathematics. The answer sheets may also be hand scored using a scoring overlay provided by the Department. For purposes of machine processing and local data collection, several grids containing spaces for recording various types of pupil identification information have been included on one side of the answer sheets. If the answer sheets are to be machine scored, it is essential that written instructions about the completion of these grids be prepared by the person in charge of testing and provided to all proctors administering the tests. Such instructions should be based on careful consideration of the types of pupil and score information needed by school personnel, as well as the requirements of the scoring center.

Machine-scorable answer sheets may be used for the objective portions of any Regents examination. Such answer sheets must be

provided and scored by the school. Because many Regents examinations do not lend themselves to machine scoring, care must be taken to see that pupils are not placed at a disadvantage because of the use of inappropriate answer sheets. When machine-scorable answer sheets are used for Regents examinations, instructions for the use of the answer sheets should be developed and provided to the proctors administering the examinations.

Special Examination Arrangements

1. *Non-Handicapped Pupils.* Principals may at their discretion make reasonable special arrangements with respect to the administration of Regents examinations and competency tests to non-handicapped pupils. For example, a pupil who is confined because of illness may have the examination administered at the pupil's home or at a hospital by a proctor designated by the principal and may also have the time limit of the examination extended. Prior permission for the special administration of examinations to non-handicapped pupils because of exceptional circumstances need not be obtained from the Department, but a full report of the circumstances should accompany the Regents Examination and Competency Test Report.
2. *Handicapped Pupils.* Information concerning the administration of the Regents examinations and competency tests to handicapped pupils is contained in the section of this manual entitled "Administering Examinations to Handicapped Pupils" (pg. 29).

Conflicts

A pupil desiring to take more than one examination scheduled for the same session may do so, provided the principal is satisfied that the pupil's physical strength is not overtaxed thereby.

Appropriate adjustments may be made by the principal in the time schedule, but due caution must be exercised to prevent communication between the examinee and pupils who either took or will take the test at the regularly prescribed time. Arrangements should be made for supervised lunch and rest periods.

A pupil may not be allowed more time for an examination than is indicated on the examination booklet solely because of an examination conflict.

Conducting the Examinations

Time Regulations

The specific hours during which Regents examinations and competency tests must be administered are indicated on the examination schedules and on the examinations themselves. During the regular school year, examinations will generally be scheduled for 9:15 a.m. or for 1:15 p.m. In August, examinations will generally be scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, pupils should be instructed to be in their seats at least 15 minutes before the time specified for starting each examination.

Schools wishing to begin Regents examinations and competency tests earlier than the specified time may do so at the discretion of the principal. However, regardless of the actual starting time, no pupil shall be permitted under any circumstances to enter any examination after, nor leave any examination before, the following hours:

Uniform Statewide Admission Deadlines

	Morning Examinations	Afternoon Examinations
January, June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

The purpose of this regulation is to remove any possibility of the exchange of information among pupils at different examination centers, and strict conformity by all schools is essential.

All pupils who arrive at a Regents examination or competency test after the time scheduled by the school for the examination to begin, but before the uniform statewide deadline established above, should be admitted to the examination by the principal. It is not necessary for late pupils to start the examination prior to the deadline. It is only necessary that they be under the supervision of the principal or a proctor to assure that there has been no exchange of information.

Latecomers for Regents examinations are not generally entitled to have the closing time extended. However, if pupils started an examination late because of extenuating circumstances beyond their

control, the principal is authorized to extend the closing time of the Regents examination for these pupils. Further, when a Regents examination is administered under special conditions to a pupil who is handicapped, injured, or ill, the time may be extended at the discretion of the principal in order to allow the pupil reasonable time to complete the Regents examination under the special examination conditions.

Latecomers for the competency tests should be given as much time as needed to complete the tests. Although each competency test is scheduled for administration during a three-hour session, there are no time limits for the tests.

Use of Slide Rules and Calculators

Pupils may use slide rules during the science Regents examinations, but slide rules can be used only for checking purposes during the mathematics Regents examinations. Calculators may be used during the science Regents examinations, but they can *not* be used in any manner during the Regents examinations in mathematics and business subjects.* With the exception of handicapped pupils, slide rules and calculators may *not* be used by pupils taking the competency test in mathematics. Information concerning the use of calculators by handicapped pupils is contained in the section of this manual entitled "Administering Examinations to Handicapped Pupils" (pg. 29).

Use of Dictionaries, Glossaries, and Translators

Dictionaries and Glossaries. When pupils whose native language is other than English take Regents examinations in subjects other than English and the foreign languages, they may use foreign lan-

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* The following guidelines must be observed when a school allows the use of calculators during science Regents examinations.

1. If any pupil uses a calculator during a science Regents examination, all pupils must be provided access to a calculator during the examination session, either by pupils sharing calculators or the school providing them.
2. All calculators brought to the examination room must be checked before the examination begins to ensure that the memory and programming units of the calculators do not contain any prerecorded information. If so, proctors must "clear" all prerecorded information from the calculators.
3. If pupils share calculators, proctors must "clear" all prerecorded information from the calculators when they are passed from one pupil to another.

guage dictionaries and glossaries if these aids provide only word-for-word translations. Foreign language dictionaries and glossaries that provide definitions and other explanations, and English language dictionaries may *not* be used. Foreign language dictionaries, glossaries, and English language dictionaries may *not* be used by pupils whose native language is other than English when they take the competency tests.*

Translators. Pupils whose native language is other than English may also be provided with the services of a translator when they take Regents examinations in subjects other than English and the foreign languages. All translations must be oral, word-for-word translations; written translations are *not* allowed. Pupils whose native language is other than English may *not* be provided with the services of a translator when they take the competency tests.*

The translator may be given a copy of the examination booklet one hour before the starting time of an examination to become familiar with the material in the examination booklet. Translators who also serve as proctors must be familiar with the procedures for administering Regents examinations. Principals must take whatever precautions are necessary to assure that the examinations are properly administered and that the pupils receiving assistance are not given an unfair advantage.

Performance Subtests

The Regents examinations in earth science and in the modern foreign languages include subtests that require an evaluation of performance prior to the administration of the written sections of the examinations. Test materials for the earth science laboratory performance test are shipped to schools approximately two months before the written portion of each earth science Regents examination is scheduled to be administered. Teachers are expected to administer the laboratory performance test in accordance with the instructions provided in the teacher directions. Copies of the test materials for the performance test may be obtained from the Bureau of Elementary and Secondary Testing Programs.

Guidelines for measuring a pupil's oral performance in a modern foreign language have been provided to schools by the Department,

* See pages 6 and 7 for information concerning the alternative testing procedures that may be provided for pupils whose native language is other than English when they take the competency tests.

and foreign language teachers are expected to evaluate each pupil's oral competency in accordance with these guidelines. Since no test materials, such as test booklets and answer sheets, are required for measuring oral performance, none are provided by the Department. Copies of the guidelines for measuring oral competency may be obtained from the Bureau of Foreign Languages Education.

Pupils who repeat a Regents examination in earth science or in a modern foreign language need not repeat the performance subtest if a satisfactory score was obtained as a result of the first testing. This means that the performance subtest scores should be kept on file by the principal.

Distribution of Teacher Dictation Copies

The teacher dictation copies for those Regents examinations that test listening skills or auditory comprehension should be distributed one hour before the scheduled starting time to the proctors who will administer the examinations. This will give the proctors sufficient time to familiarize themselves with the materials in the teacher dictation copies before the beginning of the examinations.

Pupil Declaration

Each pupil writing Regents examinations and competency tests other than the competency test in writing is required to sign the following declaration at the completion of the examination:

"I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination, and that I have neither given nor received assistance in answering any of the questions during the examination."

For the competency test in writing, the declaration has been modified since it must be signed at the beginning of the examination session.

The declaration for each examination is printed on the answer sheet, the examination booklet, or the Student Identification Sheet provided by the Department for that examination. The proctor should check to be sure that each pupil has signed the declaration before the pupil leaves the examination room. Examination papers lacking a signed declaration should not be scored.

Supervision of Pupils

1. *Identification of Pupils.* Plans should be made before the administration of examinations to verify the identity of each pupil entering the examination room, especially pupils who are not enrolled in the school in which they are taking examinations. Accurate records should be kept of the pupils that take each examination so that it will be possible to confirm the presence or absence of a pupil for each examination that is administered.
2. *Checking for Unauthorized Materials.* Pupils who are taking Regents examinations and competency tests should be under close supervision at all times during the examination session. When pupils enter the examination room, all materials brought into the examination room should be inspected to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. Information concerning the materials that pupils may bring into the examination room is contained in the section of this manual entitled "Materials Provided by School and by Pupils" (pg. 15).
3. *Communication Between Pupils.* Pupils must not be permitted to communicate with one another in any way during the examination period. If, in the opinion of the proctor, any such communication has occurred, the pupils should be warned or, if necessary, moved to another location. If these steps fail to end the communication, the principal should be notified immediately.
4. *Aid to Pupils.* No one, under any circumstances, may interpret or explain examination questions to pupils, nor may anyone review or comment on the answer paper of a pupil while the examination is in progress. In response to inquiries by pupils concerning the meaning or interpretation of examination questions, proctors should advise them to use their own best judgment.
5. *Clock.* A clock should be in sight of all pupils. If this is not possible, it is the duty of the proctors to indicate the time on the chalkboard at intervals not exceeding ½ hour throughout the examination period.
6. *Temporary Absence from Examination Room.* No pupil may be permitted to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Pupils who withdraw from the sight of the proctor during any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization or that is not submitted to the proctor at the close of the examination must be nullified.

7. *Emergency Evacuation of a School Building.* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of the pupils is endangered, the principal has full authority to interrupt the examination immediately. If it is possible, the pupils should be kept under supervision during the emergency. Then, if work can be resumed, the time for the examination should be extended so that the pupils will be allowed their full time for the examination. Following the examination, a report of the circumstances should be made to the Bureau of Elementary and Secondary Testing Programs.

Fraud

Fraud includes the use of unfair means to pass an examination, giving aid to or obtaining aid from another person during an examination, alteration of any Regents credential, and intentional misrepresentation in connection with examinations or credentials. Attention is called to section 225 of the Education Law, which makes fraud in examinations a misdemeanor.

If, in the judgment of the principal, a pupil has been found guilty of committing or of attempting to commit fraud in an examination, the principal is authorized to cancel the pupil's examination. The pupil should be excluded from any subsequent examination until such time as the pupil has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that the pupil is entitled to restoration of this privilege. When credit is cancelled, no score should be entered on the pupil's permanent record.

Before such penalty is applied, the pupil accused of fraud shall be given an opportunity to make satisfactory explanations and to meet with the local board of education, or a person designated by such board, together with the pupil's parents and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Bureau of Elementary and Secondary Testing Programs the name of each pupil penalized under this regulation, together with a brief description of circumstances and the final action taken.

Instructions to Pupils

General Instructions

Before a Regents examination or a competency test begins, the pupils should be advised:

1. To remove all books, notes, or other aids from their reach or sight during the examination
2. To read the questions carefully and to follow instructions
3. To make sure that they have completely filled in the heading of the answer sheet or answer booklet
4. To use a pen in writing their answers, with the following exceptions:
   a. Making drawings and diagrams
   b. Marking machine-scorable answer sheets
   c. Circling tentative answers on the science answer sheets
5. Not to use red ink or red pencil
6. Not to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer
7. To sign the pupil declaration at the proper time

Specific Instructions

The specific instructions for administering each Regents examination and competency test are provided on pgs. 24–29. If a Regents examination or a competency test is offered in "Restricted Form," a separate set of instructions is provided with the examination.

Bookkeeping and Accounting

Distribute one answer booklet to each pupil. Have the pupils complete the heading and read the directions on the cover of the answer booklet. Then distribute one examination booklet, face up, to each pupil, and have the pupils read the directions on the cover. Then instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Business Law

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover, carefully remove the answer booklet which is stapled in the center of the examination booklet, and fill in the heading on the answer booklet. When each pupil has finished filling in the heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Business Mathematics

Distribute one test packet, face up, to each pupil. Have the pupils remove the booklet for Part I, the Rapid Calculation Test, from the test packet, write their name in the space provided and read the directions on the cover of the booklet.

Then instruct the pupils to open the booklet and begin work on the Rapid Calculation Test.

After exactly 15 minutes, instruct the pupils to stop working and put their pens down. Collect the Rapid Calcuation Test immediately.

Instruct the pupils to fill in the heading of the answer booklet for Parts II, III and IV of the examination and read the directions on the cover of the examination booklet for Parts II, III and IV. When they have finished, tell the pupils that they will have 2 hours and 45 minutes in which to complete the examination, and instruct them to open their examination booklets and begin work.

The examination must be concluded exactly 2 hours and 45 minutes after the actual starting time for Parts II, III and IV. If pupils remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Collect the examination booklets and dismiss the pupils.

Shorthand II and Transcription

Complete directions for administering this examination are included in the Teacher Dictation Copy.

The school must provide each pupil with a supply of good quality bond paper, carbon paper, and one envelope (large or small) or paper cut to size.

Comprehensive Examination in English

Distribute one examination booklet, face up, to each pupil. Also distribute the paper on which pupils will write their answers for Part II and Part III. Instruct the pupils to read the directions on the cover of the examination booklet and to detach the answer sheet and fill in the heading.

All comprehensive examinations in English contain a Listening Section. Follow the directions for administering the Listening Section that are given in the Directions for Teachers. After the Listening Section has been completed, instruct the pupils to continue with the rest of the examination.

The examination must be concluded exactly 3 hours after the actual starting time. (The starting time is the time when the proctor begins the administration of the Listening Section.) If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in French
Comprehensive Examination in German
Comprehensive Examination in Hebrew
Comprehensive Examination in Italian
Comprehensive Examination in Spanish

The directions for distributing the test materials and administering Part 1 and Part 2 are included in the Teacher Dictation Copy for each examination. After Part 2 has been completed, the pupils should be instructed to continue with the rest of the examination.

Each examination must be concluded exactly 3 hours after the actual starting time for Part 1. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in Latin

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover and to detach the answer sheet and fill in the heading. When each pupil has finished filling in the heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets. Then collect the examination booklets and dismiss the pupils.

Ninth Year Mathematics
Tenth Year Mathematics
Eleventh Year Mathematics
Sequential Mathematics, Course I
Sequential Mathematics, Course II
Sequential Mathematics, Course III

For each examination, distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover, detach the answer sheet (and reference tables, if applicable) and fill in the heading of the answer sheet. Also distribute graph paper and the paper on which the pupils will write their answers to Part II (and Part III for Sequential Math, Course II). When each pupil has finished filling in the answer sheet heading, instruct the pupils to open their examination booklets and begin work.

Each examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets (and reference tables, if applicable) and dismiss the pupils.

Biology
Chemistry
Earth Science
Physics

For each examination, distribute one examination booklet (and reference tables for Earth Science), face up, to each pupil. Instruct the pupils to read the directions on the cover, detach the answer

sheet or answer booklet and fill in the heading, and for chemistry and physics, carefully remove the reference tables from the examination booklet.

Emphasize that only a pencil should be used in circling the tentative answers on the answer sheet or answer booklet and that a pen should not be used until the pupil is ready to submit the final answers at the end of the examination. When all pupils understand the directions for marking their answers, instruct them to begin the examination. The proctor should make sure that only pencils are being used.

When a pupil is ready to mark the final answers, the proctor should check the answer sheet or answer booklet to see that the right number of groups of questions has been selected for Part II (and Part III for the biology examination based on the 1982 syllabus), and then collect the examination booklet (and reference tables, if applicable). Instruct the pupil to place an X *in ink* in the single penciled circle for each Part I and Part II question answered and to sign the declaration. When the final marking of the answer paper is completed, collect the answer paper and dismiss the pupil.

Comprehensive Examination in Social Studies

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover and to detach the answer sheet and fill in the heading. Also distribute the paper on which the pupils will write their answers to the Part II and Part III questions. When each pupil has finished filling in the answer sheet heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the pupils.

Regents Competency Test in Reading
Regents Competency Test in Mathematics
Regents Competency Test in Writing

Directions for administering the competency tests are included in the Directions for Administering and Scoring for each of the tests.

There are no time limits for the competency tests, although each test is scheduled for administration during a 3-hour examination session. For most pupils, the working time for each test will be less than 3 hours. However, pupils should be given as much time as necessary to answer as many questions as they are capable of answering.

Administering Examinations to Handicapped Pupils

Use of Alternative Testing Procedures

School principals may authorize the use of alternative testing procedures in the administration of competency tests and Regents examinations to pupils with handicapping conditions when, in the principal's judgment, such modifications are necessary.

The table in Appendix IV provides guidance as to the modifications that may be authorized when the competency tests are administered to pupils with handicapping conditions. Principals may authorize any of the modifications noted in the table for any handicapped pupil. In order to be eligible for a modification, a pupil must have been identified by the Committee on the Handicapped of the district as having a handicapping condition, and the need for such modification must be reflected consistently in the pupil's Individualized Educational Program (IEP).

The modifications in testing procedures that may be authorized for handicapped pupils taking competency tests may also be authorized for handicapped pupils taking Regents examinations, with the following exceptions:

1. Questions designed to measure reading ability in English or a foreign language may be read only to pupils who are visually impaired or signed to pupils who are hearing impaired.
2. Answers to questions designed to measure writing ability in English or a foreign language may be dictated or tape recorded only by pupils who are visually impaired or physically unable to write. Pupils dictating their answers should provide all punctuation, the spelling of more difficult words, paragraphing, etc., so that the same writing skills are being measured for all pupils.
3. Calculators can *not* be used by any pupil taking a mathematics Regents examination.

Further information concerning the use of alternative testing procedures for pupils with handicapping conditions is available in the

publication "Alternative Testing Techniques for Children With Handicapping Conditions." The publication may be obtained from the Bureau of Elementary and Secondary Testing Programs.

Large-Type Examinations

In general, large-type examinations should be administered according to the same procedures as those used for regular examinations. Large-type examinations are exact reproductions (140% enlargements) of the regular examinations. They have the same directions, questions, etc. as the regular examinations. They may be administered in the same room at the same time and with the same directions as those used for the regular examinations.

Braille Examinations

The braille examinations require no special directions to pupils. The proctor administering a braille examination does not need to be able to read braille. The examination booklet provides the pupil with complete directions and descriptions. The questions provided for braille examinations are the same as those on the regular examinations. All questions are numbered exactly the same as those on the regular examinations. Separate or special answer sheets are not provided with copies of braille examinations. The pupil may answer the questions in any manner appropriate and familiar to the pupil. The pupil may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When a braille examination is prepared by the Department, any question omitted because it could not be reproduced in braille is clearly indicated in braille on the examination booklet and in type on the scoring key. When questions are omitted, the credits are prorated on a special scoring key that is enclosed with the braille booklet and do not need to be prorated by the person scoring the examination.

Reader-Administered Examinations

The regular examination booklet should be used when a proctor "reads" an examination to a pupil. The principal should provide the proctor with an examination booklet one hour in advance of the re-

quired starting time so that the proctor can become familiar with the examination questions before reading them to the pupil.

When an examination is being read to a handicapped pupil, questions that cannot be answered because of the pupil's handicap should be omitted and the credit prorated. The decision as to which questions, if any, are to be omitted should be made for each pupil in terms of the specific nature of the pupil's handicap. The decision should be made, and approved by the principal, when the proctor is reviewing the examination questions prior to the beginning of the examination. Credits for questions omitted on a reader-administered examination, therefore, will need to be prorated by the person scoring the examination. (See "Prorating Credit for Handicapped Pupils," pg. 35.)

Reference Materials for Regents Examinations

All information normally provided to a pupil taking a Regents examination should be provided for the handicapped pupil. All reference materials for Regents examinations—tables, charts, graphs—are available in large type and in braille. These materials will be supplied with the braille or the large-type examinations. When an examination is "read" to a pupil, the proctor may "read" the required reference information to the pupil as long as it does not give the pupil an unfair advantage. Any question for which the information cannot be provided without directly or indirectly indicating the answer should be omitted and the credit prorated.

Administering Restricted Examinations

Safeguarding and Distributing Examination Materials

Instructions for the administration of restricted forms of Regents examinations and competency tests are provided in the examination shipment. Extreme care must be taken to assure that all copies of restricted examinations can be accounted for at all times. If necessary, a written record of individual booklet numbers should accompany the transfer of examinations from the principal to the deputies. Under no circumstances should copies of the examinations be left unattended.

Each restricted examination booklet will be enclosed in a sealed envelope which must be distributed to the pupil with the seal in-

tact. Each pupil is to break the seal of the envelope at the time designated. *Deputies, proctors, and teachers are not permitted to open an examination envelope or to read the questions in an examination booklet for any reason except to assist a handicapped pupil or a pupil whose native language is other than English.* *(See page 20.)*

Answer sheets for restricted Regents examinations are included in each examination envelope as the last page of the examination booklet. Answer sheets for restricted competency tests are provided separately and are not included in the examination envelope.

Replacing Defective Examination Booklets

In case a pupil should receive a defective examination booklet, the proctor should provide the pupil with a new envelope. The pupil should break the seal and write the new examination booklet number on the answer sheet above the old number. The pupil will then seal the defective examination booklet in its original sealed envelope. The proctor should write "Contains defective booklet" on the sealed envelope. All defective booklets should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil and the booklet number. (The same procedure should be followed in the case of a defective answer sheet for a Regents examination.)

Collecting and Rating Examinations

When each pupil completes the examination and is ready to hand in the examination materials, the proctor should first collect the pupil's answer sheet. Each pupil should then be instructed to reseal the examination booklet in the envelope, following the instructions printed on the blue label which is included in each restricted examination envelope. The instructions printed on the label direct the pupil to:

1. Replace the examination booklet (but not the answer sheet) in the envelope so that the booklet number printed in the lower left-hand corner of the booklet appears in the window of the envelope.
2. Remove the backing from the gummed label and apply the label across the flap in the space outlined by dotted lines.
3. Sign his or her name across the label and onto the envelope.

If a pupil accidentally seals the answer sheet in the envelope or seals the envelope without enclosing the examination booklet, the

pupil should be instructed to open the envelope and remove the answer sheet or enclose the examination booklet, as the case may be, and then reseal the envelope with a new gummed label. The proctor should note on the front of the envelope the reason for reopening the envelope. All errors in envelope procedures should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil, the booklet number, and the reason for the irregularity.

All examination booklets must be returned to the Department, unused booklets in the sealed envelopes and used booklets in envelopes with the gummed label properly attached and signed. The answer sheets for restricted examinations should be scored at the school using the scoring key provided by the Department.

Administering Restricted Forms to Handicapped Pupils

Restricted forms of Regents examinations are available in both large type and braille and may also be "read" to handicapped pupils. When administering a restricted form to a handicapped pupil, a proctor should follow the same procedures as those followed when administering nonrestricted forms to handicapped pupils. (See "Administering Examinations to Handicapped Pupils," pg. 29.) In addition, the proctor should follow the special procedures outlined in the preceding sections for administering restricted examinations to non-handicapped pupils. The only exception permitted is when a pupil cannot read a question or a word on a braille examination. In this instance, the proctor may break the seal on an envelope containing a restricted booklet and use the booklet to read the question or questions to the pupil. As soon as the examination is over, the proctor must reseal the examination booklet in the envelope and attach a signed explanation to the envelope.

Administering Restricted Forms to Pupils Whose Native Language is Other Than English

When a restricted form of a Regents examination is administered to a pupil with limited English proficiency who requires the services of a translator, the procedures outlined earlier in this section and the guidelines for translators provided on page 20 should be followed. Both the pupil and the translator are allowed to read the questions in the test booklet.

RATING, REPORTING AND DEPARTMENT REVIEW OF REGENTS EXAMINATIONS AND COMPETENCY TESTS

Rating Examination Papers

Principal's Responsibility for Rating

The principal is responsible for establishing rating procedures that will assure reasonable confidence in the accuracy of the scores assigned to the answer papers by individual teachers or by committees of teachers. The principal is responsible for the rating of all papers written in the school, including papers written by persons admitted to examinations in subjects not regularly taught in the school, papers written by persons not enrolled in the school, papers written by pupils taking the foreign language editions of the competency tests, and papers written in braille.

Rating Regents Examinations

When answer papers are handed in, they must in no case pass from the custody of the teachers until the rating has been completed. As far as practicable, the cumulative system of rating should be used. That is, the number of credits allowed any answer should be added to the preceding total and the total cumulative score written at the right-hand side of the paper at the end of each answer. Teachers must use red pen or red pencil. In the scoring of objective questions, all incorrect and omitted answers should be distinctly marked by the teachers. If the examination provides for fractional credit and the total score involves a fraction of ½ or more, the total score should be raised to the next highest integer; if the total score involves a fraction less than ½, the fraction should be dropped. The initials of the teacher rating each answer paper should be clearly written on the paper. Where an answer key is provided by the Department, teachers must rate strictly according to the key. Credit may be allowed for other answers only if they are clearly equivalent to the key answer. Credit may *not* be given for other answers that the teacher may consider merely "possible" or "reasonable."

In the interest of uniform rating standards, all teachers involved in rating Regents examinations should be thoroughly familiar with the rating instructions provided by the Department. Accompanying

each Regents examination is a scoring key which contains the directions for rating the multiple-choice and short-answer questions and, if applicable, guidelines for rating the essay parts of the examination. For some subject areas (business, mathematics, and social studies), additional information on the rating of Regents examinations is available in separate rating guides. Copies of these rating guides may be ordered directly from the Bureau of Elementary and Secondary Test Development.

Rating Competency Tests

Reading and Mathematics. The procedures to be followed when either hand scoring or machine scoring the answer sheets for the competency tests in reading and mathematics are included in the Directions for Administering and Scoring provided with each of the tests. It should be noted that for the competency test in mathematics, Part A must be hand scored before the answer sheets can be machine scored.

Writing. Before beginning the rating process for the competency tests in writing, the principal of each school should set up a procedure for collecting and processing the answer papers. The rating should be completed as soon as possible after the administration of the test, but only after teachers have had sufficient time to become familiar with the method of rating the answer papers. Detailed directions for rating the answer papers are included in the scoring key and in the publication *Regents Competency Test in Writing: Directions for Administering and Scoring.*

Rating Examination Papers for Handicapped Pupils

To the fullest possible extent, the same standards should be used to rate the Regents examination and competency test answer papers of handicapped pupils as are used to rate the papers of other pupils. The principal may authorize variations only if they are required by and consistent with approved modifications in testing procedures.

Prorating Credit for Handicapped Pupils

When questions must be omitted from an examination for a handicapped pupil, the credits for the questions omitted must be prorated by the person rating the examination. The computation procedures to be followed when prorating credits for omitted questions are illustrated by the example on the next page. The example is for a handicapped student who was authorized by the principal to omit 10

questions worth one credit each. The pupil obtained 60 credits out of the remaining possible total of 90 credits. The prorated score, therefore, is 67 percent.

$$\text{Prorated Examination Score} = \frac{\text{Pupil's actual score on required questions}}{100 - \text{credit value of omitted questions}} \times 100$$

$$\text{Prorated Examination Score} = \frac{60}{100 - 10} \times 100 = \frac{60}{90} \times 100 = 67\%$$

Passing Scores

The minimum passing score for Regents examinations and for the competency tests in mathematics and writing is 65 percent. The minimum passing score for the competency test in reading may vary from one test to another because of differences in the readability levels of the passages used. The passing score is indicated on the scoring key provided for each test. Regardless of the specific raw score that is required to pass a particular competency test in reading, the meaning of the passing score does not change. It represents a 65% likelihood of success in reading with comprehension the prose material typically used in required high school courses.

Recording Examination Scores

General Information

Because the Department does not keep any records of Regents examination and competency test scores, it is most important that the permanent records maintained by the school be complete and accurate. Each time that a pupil takes an examination at the scheduled time under proper supervision, the name of the examination, the date of administration, and the score must be entered on the pupil's permanent record, unless the score has been cancelled because of fraud.

If a pupil who has failed an examination retakes the examination and achieves a passing score, the local district may make the decision to record only the higher score on the pupil's transcript. (All scores *must* be recorded on the *permanent record.*) If the pupil

should take the examination again to raise the score but achieves a lower score, the pupil's option to have only the highest score reported on the transcript should be honored. These decisions should be made in consultation with the pupil, and the pupil's choice of score for official transcript purposes should be respected whenever possible.

Regents Examinations

No examination score should be entered as a Regents examination score unless it has been obtained on a Regents examination or an examination prepared or approved by the Department for Regents credit. For example, scores obtained on examinations such as the Statewide Achievement Examination in Social Studies, the Examination in General Chemistry, or the Comprehensive Examination in Cosmetology are not Regents examination scores and must *not* be recorded on the permanent record as Regents examination scores.

Competency Tests

For the competency tests in reading and in mathematics, the school should record the raw score obtained by the pupil and indicate whether the raw score is a passing or failing score. The date that the test was taken should also be recorded for the reading test since the passing score varies for each administration of the test. (Example: If a pupil answered 42 questions correctly on the January 1983 competency test in reading, the school should have recorded a raw score of 42, the letter F to indicate a failing score, and the date 1/83.)

For the competency test in writing, the school should record the score obtained by each pupil, which is expressed in terms of a percentage, and indicate whether the score is a passing or failing score. *For those pupils whose writing answer papers are sent to the Department for review, the scores should not be recorded on the permanent record until the school has received the official results of the rating review from the Department.*

If an alternative competency testing procedure is used by a pupil with a handicapping condition or a pupil whose native language is other than English, the pupil's permanent record should indicate the nature of the testing modification and/or the names of any alternative tests used.

Examination Reports and Return of Examination Materials

Regents Examination and Competency Test Report

A Regents Examination and Competency Test Report Form must be submitted after each examination period by the principal of each school that had pupils taking Regents examinations and/or competency tests. The examination results for all pupils must be reported by the principal of the school in which the pupils are enrolled, even though the examinations may have been ordered and administered by the principal of another school. When a principal orders examinations for pupils enrolled in another school, two report forms will be sent, one for the principal's own school and one for the other school. The report form for the other school should be given to the principal of that school, who should be instructed to complete the report form and return it to the Department. Thus, each form should contain the examination results for only one school.

Special instructions are provided with the report form regarding examination results for pupils tested in BOCES centers.

The principal of each school is required to sign the form. By signing the form, the principal is certifying that the rules and regulations for administering and scoring Regents examinations and competency tests were faithfully observed. Two copies of the report form should be returned to the Department and one copy retained by the school. The school's copy of the report form should be kept on file for a period of 10 years.

The information required in the report for Regents examinations includes the number of papers written and the number passing in each subject. Data about every Regents examination administered, for whatever purpose, must be included in the report. The form should *not* be used to report the administration of experimental examinations or other examinations administered in lieu of Regents examinations, even if Regents examination credit is allowed.

The information required in the report for the competency tests includes the number of papers written and the number passing for each subject. When completing the report for the test in writing, the principal should report the requested data based on the school rating of the answer papers. If the data changes as the result of the Department evaluation of the rating of the answer papers, the necessary changes will be made on the report form by the Bureau of Elementary and Secondary Testing Programs.

High School Graduation Report

The High School Graduation Report must be submitted to the Department by the principal of each school that is authorized to award high school diplomas. The report should be completed at the end of the school year and returned to the Bureau of Elementary and Secondary Testing Programs by first-class mail on or before July 10. The school's copy of the report form should be retained on file for a period of 10 years.

The report enables the Department to determine the number of local high school diplomas, Regents diplomas, and certificates issued during each school year as well as the number of "diploma candidates" who did not receive local high school diplomas and the reasons why they did not receive such diplomas.

Score Distribution Reports

In order for the Department to prepare tables of percentile equivalents and to compute means, standard deviations, and reliability coefficients for Regents examinations, it is necessary to gather a sample of Regents examination scores. To accomplish this, principals are asked to complete, for each June Regents examination period, a Score Distribution Report for each subject in which papers are being submitted for Department review. Thus, the random sampling procedures used to select the review sample are also used in gathering Regents examination scores. The Score Distribution Report is a machine-readable form, and it is sent to the principal with the notice of papers to be submitted for Department review. The completed form should be returned in the Regents box.

Deputy and Proctor Certificate

Each deputy and proctor must certify, by individually signing this certificate, that the rules and regulations for administering Regents examinations and competency tests were faithfully observed.

Evaluation Reports for Regents Examinations and Competency Tests

One of the main sources for improving Regents examinations and competency tests is the evaluations provided by the teachers who use the examinations. The teachers and test development specialists

who prepare the examinations review and study these evaluations before preparing each new examination. To facilitate the evaluation process, evaluation forms are enclosed in each Regents box. These forms should be distributed so that all teachers who use Regents examinations and competency tests may have the opportunity, if they wish to do so, to comment on the examination materials and the procedures for administering the examinations. All completed forms should be returned in the Regents box.

Return of Regents Examination and Competency Test Materials

The following materials should be returned in the Regents box:

1. Regents examination and competency test answer papers indicated by the review request form (In August, all answer papers should be returned.)
2. White answer papers and gridded identification sheets indicated by the sheet of instructions entitled "Directions for Returning Materials for the Regents Competency Test in Writing" (The answer papers that are not returned to the Department should be retained on file in the school for one year.)
3. Regents Examination and Competency Test Report (Return only the yellow copy in the Regents box. The white copy should be returned by first-class mail to the Bureau of Elementary and Secondary Testing Programs as soon as possible after each examination period.)
4. Score Distribution Reports (June examination period only)
5. Deputy and Proctor Certificate
6. Evaluation forms for all Regents examinations and competency tests administered (Do not fold.)
7. All copies, used and unused, of restricted forms of Regents examinations and competency tests
8. All copies of braille and large-type materials
9. Padlock keys (Please insert padlock keys into the envelope provided before placing them into the Regents box.)

Return all Regents boxes as soon as possible after the examination period. Each school must pay for the return shipment of its Regents boxes. The boxes may *not* be returned collect. The smaller boxes (50 lbs. or less) may be returned by United Parcel Service (UPS). The large boxes may be returned by any other transportation company. Regardless of the method used, the school must call the transportation company, make the necessary arrangements, and pay for the return shipment.

Review of Examination Papers

Local Review of Examination Papers

Pupils and the parents of pupils who have taken Regents examinations and competency tests have the right to review the pupils' answer papers after the papers have been scored and the pupils' grades recorded on their permanent records. If a pupil's answer paper has been sent to the Department, the principal should contact the Bureau of Elementary and Secondary Testing Programs, and the pupil's answer paper will be returned to the school. Principals should make sure that answer papers are not changed as they are being reviewed. Copies of their answer papers may be provided to pupils and their parents on request.

Occasionally, the accuracy of the local rating of an answer paper may be questioned by a pupil or a pupil's parent. When this occurs and differences cannot be resolved at the local level, a principal may send the answer paper to the appropriate subject bureau in the Department for rerating. The answer paper will be rerated and returned to the school, showing both the local rating and the Department rating. Answer papers will be rerated only at the request of a high school principal or a superintendent of schools.

Department Review of the Regents Examinations and the Competency Tests in Reading and Mathematics

At the conclusion of each examination period, the principal of each school administering Regents examinations and/or the competency tests in reading and in mathematics is required to submit for review both the passing and the failing answer papers written in certain subjects. In January and June, a random sampling procedure is used so that the subjects selected will vary from school to school and from year to year. Under this sampling procedure, every answer paper written in a school is equally likely to be selected regardless of which papers may have been reviewed in previous years. The principal of each school is sent a Review of Regents Examinations and Competency Tests request form that indicates the answer papers that must be returned to the Department. In August, principals are asked to return the answer papers in all subjects.

Principals are required to make the necessary arrangements to have those answer papers requested shipped promptly to the Department in the Regents box. The papers in each subject should be

packaged separately, and the papers in each package should be in alphabetical order. The entire package may be alphabetized together or each class may be alphabetized separately. Only the papers in subjects requested for review should be submitted. All papers not requested to be sent in for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.

The answer papers submitted by principals are carefully reviewed by a special group of experienced classroom teachers, under the supervision of Department staff. It is Department policy to call to the attention of the principal any mechanical error, no matter how small. Therefore, the Department reviewer first checks the scoring of the multiple-choice and the short-answer questions and the addition of scores. If any mechanical error is found, the error is indicated on the outside of the answer paper by crossing out the teacher's rating and entering the corrected rating, with the notation "mech." Then the Department reviewer rates the essay part of the examination, indicating cumulative scores in blue pencil. Allowance is made for reasonable differences of professional judgment. If no important differences are found between Department review and teacher rating (corrected for mechanical errors, if necessary), no further indication is made on the paper. If the differences in the rating of essay questions seem unduly large, however, the final Department score is placed on the outside of the paper and circled for the attention of the principal.

It is expected that when an error in rating has been made by the school, the principal will correct the score on the pupil's permanent record. In some cases, after reevaluation of the essay portion of a Regents examination answer paper, the principal may decide to assign a score different from the Department score. The criterion shall be that, in the judgment of the principal, the score finally assigned to the paper shall represent a fair and accurate rating of that paper. There is no formal appeal procedure following Department review. No formal report of the score finally accepted by the principal need be made to the Department, nor need the papers be returned to the Department. Nevertheless the Department will always be glad to explain the standard, rating guidelines, or procedures used by Department reviewers. Questions concerning the rating of papers should be addressed directly to the chief of the appropriate subject bureau.

Department Review of the Competency Test in Writing

All answer papers for those pupils who obtained a mean (average) score of 60% and above on the competency test in writing are to be returned to the Department. The answer papers submitted by each school will be carefully reviewed at the Department by a special group of experienced raters, under the supervision of Department staff. A report containing the official results of the Department's rating evaluation for each answer paper will be returned to the school. If the Department raters assign a different mean (average) score to an answer paper than was assigned by the school raters, the Department score is the official score that must be recorded on the pupil's permanent record. If a grade 12 pupil who has met all of the requirements for a high school diploma, except for passing the writing test, takes the test in June and is given a passing score by the school raters, the pupil can *not* be issued a diploma until the school receives the official report from the Department indicating that the pupil has passed the writing test. The answer papers for those pupils who obtained a mean (average) score of 59% or below on the competency test in writing should be retained on file in the school for at least one year.

There are variations in the procedures described above with respect to the papers of graduating seniors. Therefore, it is important to follow the directions for returning papers that are included with each examination shipment.

Interpreting Examination Scores

Reports Prepared by the Department

The Department publishes two types of statistical reports, one that may be used for interpreting the relative performance of schools or school districts on Regents examinations and competency tests, and a second that may be used to determine how a pupil's Regents examination score compares to the scores of the other pupils that took the same Regents examination. The individual reports prepared by the Department are described below.

1. *Regents examination statistics.* This report provides a statewide summary of the number of papers written and the percent passing in each examination. Statistics for the preceding year are distributed each fall.

   This summary can be of considerable value to a school by contributing toward constructive self-evaluation. However, it is

well to keep in mind that many factors in addition to the quality of instruction may contribute to the Regents examination record in a specific subject at a specified school. For example, a school's policy for enrolling pupils in Regents level courses may differ significantly from the average school practice and may account for an apparent deviation of that school's test results from the statewide test results. School guidance practices, environmental influences, home background, and similar factors may also have substantial impact on Regents examination scores. Accordingly, Regents examination statistics for each school must be interpreted in terms of the total school situation.

2. *Competency test statistics.* This report is distributed each fall and contains the statistics for the preceding school year. The report provides a statewide summary of the number of papers written and the percent passing each test.
3. *Percentile equivalents for Regents examinations.* A pupil who receives a passing mark in a Regents examination has satisfactorily demonstrated, in the judgment of experienced teachers, the achievement of the objectives of a State course of study. In addition, a pupil's Regents examination score may be used to indicate relative quality of achievement. To accomplish this purpose, however, it is necessary to have the distribution of Regents examination scores as a basis of comparison. Fundamentally, a test score is relatively high or low only in relation to the scores obtained by other pupils. The tables of percentile equivalents indicate the percentile rank of each possible score for the Regents examinations administered in June, thus providing a basis for interpreting the relative quality of Regents examination scores in individual subjects.

Remediation for Pupils Who Do Not Pass the Competency Tests

The Regulations of the Commissioner of Education require that pupils who fail the Regents competency test in reading, mathematics, or writing be provided the appropriate remedial instruction to enable them to pass the test by the time they are otherwise qualified to graduate.

Questions concerning remedial instruction for pupils who do not pass the Regents competency tests should be addressed directly to the chief of the appropriate subject bureau.

REGENTS CREDIT AND REGENTS ENDORSEMENT OF LOCAL DIPLOMAS

Granting Credit for Regents Courses

A Regents course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination that is administered at the end of the course. When deciding whether or not a pupil has satisfactorily completed a Regents course of study and is entitled to a unit of credit, the teacher should evaluate the pupil's performance on all of these activities. The granting of credit should not be based solely on the Regents examination score.

On rare occasions, principals may admit a pupil to a Regents examination in order to evaluate the pupil's proficiency in a subject that the pupil has studied independently or out-of-school. Under these circumstances, pupils should be granted appropriate course credit if they pass the Regents examination.

Regents Endorsement of Local Diplomas

General Procedures

A local high school diploma may be given Regents endorsement in recognition and in honor of a pupil's outstanding scholastic achievement, as demonstrated by the successful completion of the requirements outlined below. Eligibility for the endorsement will be determined by the principal on the basis of the pupil's record. The diploma may be endorsed at the time of graduation without awaiting the results of Department review of Regents examination papers. The following is a sample endorsement:

Diploma issued with the endorsement of the

BOARD OF REGENTS

on the basis of successful completion of Regents examinations

Most companies that print high school diplomas provide seals that indicate Regents endorsement and may be affixed to the local diplomas of eligible pupils.

Schools may issue, if they prefer, a separate Regents diploma. Diploma blanks are furnished by the Department to schools that request them.

Requirements

In order to receive the Regents endorsement, a pupil must complete an approved high school course, including physical education, and must meet the following requirements:

Group 1. Constants

Satisfactory completion of each of the following and the passing of the comprehensive Regents examinations in English and in social studies and either the competency test in mathematics or a mathematics Regents examination:

English	4 units
Social studies	3 units
Mathematics*	1 unit
Science	1 unit
Health	1/2 unit

Group 2. Sequence

Satisfactory completion of a three-unit sequence in one of the fields named below, with passing of Regents examinations where they are given:**

Business subjects, foreign languages, home economics, industrial arts, mathematics, music, science, visual arts, vocational subjects*** ..... 3 units

* This requirement may be satisfied by ninth year mathematics, general mathematics, business mathematics, or the equivalent.

** Passing of the Regents examination in ninth year mathematics or sequential mathematics course I is not required for a sequence in mathematics.

*** Vocational subjects include agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, and trade and technical education. Business education and home economics education may be offered as either general or vocational sequences, depending upon the subjects offered and their content.

Group 3. Electives

Certification by the principal to the successful completion of additional approved courses to make a total of 18 units.*

Total..... 18 units

Honors Diploma

The words "with honor" may be added to the endorsement if a student has earned an average of at least 90 percent in the comprehensive Regents examinations in English and social studies, and in those Regents examinations that must be passed to complete the major sequence. No other Regents examination scores may be included in the computation.

For the purpose of computing the average, each Regents examination score carries a weight of 1; it is not multiplied by the number of units (e.g., English, 92 percent; social studies, 85 percent; tenth year mathematics, 90 percent; eleventh year mathematics, 93 percent; total 360 divided by 4 = 90 percent).

Regents Endorsement Based on College Board Achievement Test Scores

The Regulations of the Commissioner of Education indicate that College Entrance Examination Board test scores may be accepted in part as a basis for a Regents diploma. The College Board Achievement Test scores that a pupil must obtain to meet the examination requirements for a Regents diploma are given in Appendix II. It should be noted that when granting Regents credit for a subject, a pupil must both successfully complete the Regents course of study for the subject and obtain an acceptable College Board Achievement Test score(s) for the subject in order to obtain Regents credit.

Reporting and Review

A report of the number of Regents diplomas issued during the school year is included in the High School Graduation Report.

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* Credits earned for required physical education courses can *not* be counted toward the required total of 18 units of credit.

Each year the Department will review the issuance of diplomas by the schools. For that purpose, principals of selected schools will be requested to submit evidence of the academic basis upon which the diplomas were issued. This information may be supplied in the form of transcripts, photocopies of school records, worksheets, or other convenient means at the discretion of the principal.

APPENDIXES

Appendix I

SAT and ACT Scores Acceptable for Meeting Competency Requirements for a Local High School Diploma

Requirement	Test	Subtest	Minimum Acceptable Score
Competency in Reading	SAT	Verbal	310
	ACT	Social Studies Reading	9
		or	
		Natural Sciences Reading	15
Competency in Writing	SAT	Verbal	310
	ACT	English Usage	12
Competency in Mathematics	SAT	Mathematical	350
	ACT	Mathematics Usage	12

Appendix II

College Board Achievement Test Scores Acceptable for Meeting Requirements for a Regents Diploma

The College Board Achievement Test score given below for each Regents subject is the minimum acceptable score that can be substituted for a Regents examination score when a pupil is unable to take the Regents examination because of extraordinary circumstances but has successfully completed the Regents course of study for that subject. For example, if a pupil successfully completes three years of study based on the English Regents curriculum, but is unable to take the Comprehensive English Regents examination, the pupil may be granted Regents credit for English if the pupil obtains scores of at least 410 on both the English Composition and Literature College Board Achievement Tests.

Regents Subject	College Board Achievement Test	Minimum Acceptable Score
English	English Composition	410
	and	
	Literature	410
Social Studies	American History and Social Studies	410
	and	
	European History and World Cultures	430
Mathematics*	Mathematics Level I	470
	or	
	Mathematics Level II	580
Foreign Languages		
French	French	460
German	German	460
Hebrew	Hebrew	530
Latin	Latin	440
Russian	Russian	530
Spanish	Spanish	450
Science		
Biology	Biology	500
Chemistry	Chemistry	510
Physics	Physics	500

* A pupil may obtain Regents credit for a 3-unit sequence in mathematics by successfully completing three years of high school mathematics and obtaining a score of 470 on the Mathematics Level I College Board Achievement Test or a score of 580 on the Mathematics Level II Test.

Appendix III

Samples of ESL Tests

	Comprehensive English Language Test for Speakers of English as a Second Language (CELT)	Orientation in American English Proficiency Test (OAE)	Criterion Referenced English Syntax Test (CREST)
Purpose	Assess English language proficiency	Measure listening, speaking, reading and writing skills	English syntax
Administration	Group	Group	Group
Grade Level	High school and adult	9–12 and adult	4–12
Time	120 minutes	150 minutes	80 minutes
Description	Three multiple-choice tests: Listening, Structure, Vocabulary	Six levels evaluate student's progress in the OAE program	Three multiple-choice tests: beginning, intermediate, and advanced
Authors	Harris, David; Palmer, Leslie	Brinson, Thomas C.	
Copyright Date	1970	1974	
Publisher	McGraw Hill Book Company, International Division, 330 W. 42nd St., N.Y., N.Y. 10036	Institute of Modern Languages, Inc., 2622 Pittman Dr., Silver Spring, Maryland 20910	Board of Education of The City of New York, Office of High Schools
RECOMMENDED MINIMUM SCORES			
Years of ESL Instruction			
1	Combination of 3 subtest scores for average total of 30%	Level 1 final: score of 65%	12 of 25 objectives on Beginning Level (50%)
2	Combination of 3 subtest scores for average total of 35%	Level 3 final: score of 65%	20 of 25 objectives on Beginning Level (80%)
3	Combination of 3 subtest scores for average total of 40%	Level 4 final: score of 65%	20 of 25 objectives on Intermediate Level (80%)
4	Combination of 3 subtest scores for average total of 45%	Level 6 final: score of 65%	12 of 15 objectives on Advanced Level (80%)

Appendix IV

Suggested Use of Alternative Testing Techniques Based Upon Learner Characteristics

Learner Characteristic	Alternative Testing Techniques: Time Limit Extended/ Waived	Exam Administered in a Special Location	Answers Recorded in any Manner*	Use of a Calculator or Abacus	Questions Read to Pupil**	Exam Copy Provided in Braille & Large Print	Questions Omitted/ Credit Prorated
Visual Impairment	X	X	X	X	X	X	X
Physical Impairment with motor difficulties	X	X	X	X	X		
Health Impairment (affecting vitality, or bowel & bladder control—may be hospitalized or at home)	X	X					X
Behavior difficulties (e.g., hyperactivity or short attention span)	X	X		X	X		X
Slow rate of processing information	X			X			
Limited eye-hand coordination	X	X	X	X			X
Inability to memorize math facts				X			
Visual perception difficulties	X		X		X	X	X
Auditory perception difficulties	X	X	X		X		X
Hearing impaired with language difficulties	X	X	X	X	X		X
Labored speech	X	X					
Need for special equipment	X	X	X	X			

* Includes use of a tape recorder or dictation to an amanuensis.

** Includes use of sign language and cued speech, audio or visual tape.

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